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THE RELATIONSHIP BETWEEN BUSINESS
AND INDUSTRIAL FIRMS AND
THE MEDICINE HAT COLLEGE
COMMUNITY SERVICE PROGRAM



by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "THE RELATIONSHIP BETWEEN BUSINESS AND INDUSTRIAL FIRMS AND THE MEDICINE HAT COLLEGE COMMUNITY SERVICE PROGRAM" submitted by Robert Steven GAWRELUCK in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The object of this study was to examine the relationship between the Medicine Hat College Community Service Program and business and industrial firms. The purposes were to:

1. determine how the Medicine Hat College Community Service program might best serve business and industrial firms, and;
2. determine how business and industrial firms perceive their involvement in, and support of, the college community service program.

The data for the study were obtained from questionnaires completed by business and industrial firms in the city of Medicine Hat. Of the 606 questionnaires sent to firms, 258 (42.4 per cent) completed questionnaires were returned. Some of the significant findings include the following:

1. Firms in the main viewed non-theoretical, management oriented courses and programs as more useful in day-to-day operations than technical, vocational, trade, leisure, and special courses.
2. Firms identified seminars as "most desirable" in respect to presentation format.
3. Over 60 per cent of the firms indicated a willingness to participate in course and program planning.
4. Approximately 25 per cent of the firms indicated a willingness to financially co-sponsor community service courses and programs.

5. About 40 per cent of the firms reported a willingness to provide company equipment and/or facilities for use by the community service program.
6. Over 90 per cent of the firms felt the presence of the college helped attract businesses and industry to Medicine Hat.

On the basis of the findings, the following conclusions were drawn: 1. firms in Medicine Hat are willing to participate in the planning phase of the community service program; 2. firms are willing to provide some facilities, equipment, and capital to the community service program, and; 3. the college may be able to broaden the scope of its community service program without increasing costs.

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Chapter 1

INTRODUCTION

In Canada, as in other industrial countries following World War II, the scope of educational activity has expanded rapidly. This expansion has called upon administration and faculty within these systems to re-examine their roles and functions. The Post-Secondary task force recently stated in its interim report (1971:3):

Those engaged in the post-secondary phase, as members of a community with many common approaches and purposes, must continuously review their philosophy and operations and gauge their relevance to the total educational community and to the community at large.

The terms "community service" and "continuing education" identify a part of the enlarged scope of education.

The Illinois Board of Higher Education Master Plan III (1970:3) listed a number of objectives which contained numerous possibilities for community service and continuing education programs. The objectives stated were to:

1. promote professional and career advancement;
2. pursue a life long interest to a fuller and deeper extent;
3. help adult citizens cope with the unparalleled knowledge explosion;
4. lead a constructive revolution in the advancement of minority groups;
5. improve the quality of individual life, and;

6. bring people together, get people communicating, become the center for exchange of ideas on all matters, and uplift the tone and quality of community life.

Fisher suggests that the community college is an appropriate institution through which Alberta may meet its broader educational needs.

Every effort should be made to provide a diverse and flexible system of higher education which makes available to persons in all levels of income, experience, age, and ability and widely differing interests and motivation, programs which they may "invest in" or "consume". The community college is the institution which appears to be best suited to Alberta's present requirements. Perhaps it can help fill the gap between what is and what might be. (1967:20)

The Illinois Board of Higher Education, Master Plan III (1970:3) has noted that two major trends in higher education are emerging. First, post-secondary education is being forced into providing for a policy of continuing education throughout life; and second, higher education still retains its historical mission of preparing youth for adult life.

These trends are of particular importance to colleges. As an emerging institution, public expectations as to the role of the college have not firmed. Thus, college curricula are in a constant state of flux.

Closely associated with the development, progress and continuing operation of college courses and programs, is the existing community power structure. If the community college is to be a truly community oriented institution, it must be sensitive and responsive to community attitudes, values and needs.

Anderson (1969:31) and Blocker et al. (1965:67) point out that business and industrial organizations are power entities within the community. Blocker et al. (1965:68) indicate that the community colleges have tended to enjoy the abiding friendship of business and industry. Further, they argue that this friendship has not been entirely altruistic. Both colleges and businesses have come to recognize the advantages offered by a close relationship such as may exist in a community service program offered by a college.

PURPOSE OF STUDY

The purpose of this study was to survey business and industrial firms in the City of Medicine Hat to determine how: (1) the Medicine Hat College community service program might best serve local business and industrial firms, and (2) business and industrial firms perceive their involvement in, and support of, the college community service program.

More specifically, the objectives of this study were to:

1. assess the current (1971) and predicted (1976) educational needs perceived by business and industrial firms;
2. assess the nature of the course and program format desired by business and industrial firms;
3. assess the potential involvement and support of business and industrial firms in the college community service program;
4. determine the most desirable communication media to

keep business and industrial firms fully informed about college activities, and;

5. determine if the availability of a college community service program would serve as an inducement for the establishment of new businesses or industries.

NEED FOR THE STUDY

A review of literature related to community colleges in Canada, suggested that little information was available about the existing relationship between a college community service program and business and industrial firms. It is hoped that this study will be of interest and value to college administrators who are attempting to enlist the resources and support of business and industrial firms in the development or expansion of their community service program. College boards, administrative councils, and commissions may find this study useful in evolving a master plan for a community college.

It is expected that the Medicine Hat Community College will be able to make specific use of this study in their present community service program.

DELIMITATIONS

This study was delimited to:

1. the business and industrial firms of the City of Medicine Hat and selected industries located on the periphery of

the city boundary as of January 1st, 1971, and;

2. management level personnel in those businesses and industries.

LIMITATIONS

The effectiveness of this study was subject to the following limitations:

1. the study was cross-sectional and thus reflected views held at only one point in time, and;

2. the researcher's interpretation of the results.

The question of the validity and reliability of the instrument is discussed in Appendix B of the study.

ASSUMPTIONS

It was assumed that respondents to the questionnaire would be individuals best suited to respond and that their replies would be accurate and not deliberately distorted. Further, it was assumed that each respondent would reply as an administrator of a firm and not from the standpoint of an outsider.

DEFINITION OF TERMS

College

In this study, college refers to either "a college" or "a public college" established pursuant to the "Colleges Act" (Government of Alberta 1969:2:D).

Community College

Any institution which: (a) provides post-secondary educational opportunities to all individuals in a service area by offering a comprehensive transfer, general education, vocational-technical, adult and community service, remedial and general service program; (b) emphasizes its interests in helping both youth and adults achieve their potential and thus advance the service area as a whole, and; (c) is supported by public funds and yet is locally controlled, is a community college (Thiemann, 1969:27).

Community Service Program

For the purpose of this study, the community service program definition offered by the Board of Higher Education, State of Illinois (1970:1) was utilized:

It refers, not to distinct activities, but rather to the focus or thrust of an institution's overall educational programming. It refers to the extent to which a particular institution's academic programming is relevant to the needs and expectations of contemporary society; to the way in which that program addresses itself to the extant needs of society or the felt needs of students; and to the impact that higher education is perceived to have upon the society it serves.

Business and Industrial Firms

In this study this term refers to any business or industry possessing a business license and listed on the tax roll of the Medicine Hat's Tax Assessment Department as of January 1, 1971. For the purposes of this study, firm and company are used synonymously.

Chapter 2

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of the literature which deals with the community service aspect of community colleges.

Harlacher has observed that a community college is in a strategic position to facilitate and promote individual and community development (1969). In examining the community college concept, it is necessary to consider the community service program of a college as an integral part of the total college program. Indeed, Myran (1971) states that it is essential that the college concept include the community milieu.

Johnson has indicated (1964:2-5) that the community service concept is not a program but an institutional attitude and institutional focus or direction. Marsh (1966:27) has reported the following statement as indicative of the responsibility which a college must accept:

'In order to meet the broad educational demands of the communities they serve, the colleges will provide programs that extend beyond their regular full-time programs. An understanding of our own and other cultures, and of the social and physical world in which we live, has become increasingly important for the members of a self-governing society. A college should reach out into the community to extend its educational scope and to make use of the college facilities and resources for all who can benefit. Such programs usually include: late afternoon and evening courses for credit in the various college programs; non-credit seminars, institutes, workshops and conferences for persons in various professional and occupational fields; lecture series on topics of current

interest, and so forth. Such programs have greater significance than ever before, because no matter what course a student may have taken he faces a lifetime of learning in order to keep up with the changing world in which he lives.'

The State of Illinois Board of Higher Education (1970) has observed that society has increasingly turned to the locally controlled community college in an attempt to keep the door of higher educational opportunity open, and to provide comprehensive programs. The Board states further that the community college curriculum must include vocational and technical curricula which are conceived, offered, and continuously monitored so that the local needs of individuals, organizations, and society are met. Aldrich (1966:131) has stated that industry can co-operate with, and exert pressure on, an educational system to develop curricula for deficient areas. The problem seems to be, according to Erickson (1966), that in establishing business, vocational and technical programs, traditionally oriented faculties can be a conservative and retarding element due to their lack of familiarity with emerging needs and programs. Colleges were not always associated with meeting community needs.

Brubacher and Rudy (1968), noted that, at their inception, the junior colleges were to meet five interests: (1) attract students who might otherwise not seek higher education; (2) make it respectable for students to terminate their higher education after two years; (3) provide a more select student body for graduate schools; (4) persuade weak four-year colleges to become strong two-year colleges, and; (5) encourage high schools to include

junior college years as an extension of their offerings. These early interests were essentially academic in nature. How then did the concept of a "community college evolve? Brubacher and Rudy (1968) suggested that the underlying reason was the extension of higher education to virtually any person who wanted it. Such an extension required, in addition to the modification of existing administrative thought, the provision of many additional facilities and educational opportunities for people who would not go beyond the junior college. The provision of post-secondary education for the masses brought with it the need for these colleges to fill a number of purposes. No longer was it adequate for colleges to provide only the traditional academic programs.

The brief statement about the transition of the academic junior college to the community college leaves unanswered many questions of a philosophical nature. The choice for colleges lay between an educational philosophy which would restrict higher education to the intellectually elite or a philosophy which held that higher education should be accessible to virtually all who desired it. The philosophy of community colleges evolved toward the latter position that higher education should be accessible to all. This position was illustrated by Lauter (1969) who quoted Samuel Gould:

. . . it is my conviction that a college, in addition to its more readily accepted intellectual dimension, should have the dimension of community that offers a place for the general life enrichment of all who live nearby: young and old, artisan and farmer and member of a profession, college graduate and comparatively unschooled. Thus many of the gaps or weaknesses that the new pressures of numbers are bound to create in formal education can be filled or strengthened as a college opens its

doors and its resources to all in a friendly and informal fashion--without thought of credit or degrees or anything more than to assist the burgeoning of understanding in the individual as a member of a personal, physical, political, economic, artistic and spiritual world (p. 35).

Thus, it would seem that the role of community colleges has been clarified, and their place in the post-secondary educational scheme established. However, various authorities on the subject suggest this is not the case. Their view is that the identification and establishment of the community college is still in the developmental stage, particularly with respect to the community service aspect.¹

Myran (1969), has indicated that many colleges have had to struggle, and perhaps are still struggling, to acquire a sense of identity. Blocker et al. (1965:25) supported this view by noting that the colleges often started operations in a local high school and this tended to identify and link them with secondary schools. On the other hand, financial support for transfer programs to other post-secondary institutions, and university affiliation agreements (formal and informal) led many to think of the colleges as micro-universities.

Originally, the idea of a community college, as opposed to a micro-university, according to Harlacher (1969:7), involved a "grass roots" approach; "In theory, at least, everyone connected

¹See for example: The Report of the Royal Commission on Education, Province of Alberta; The Interim Proposals, Post-Secondary Education Task Force, Province of Alberta; and the writings of Dr. G. Myran, University of Michigan.

with such an institution would look around, find educational gaps, and help fill these gaps." Blocker et al. (1965:15) reported that community colleges as well as universities have definite interests in feeder secondary schools. At the same time the community college is interested in, and is charged with, a responsibility to the community in which it is located. It seems, therefore, that the evolving identity of the community college fits Medsker's (1969) description as:

. . . neither a post-high school nor as a pre-college institution but as a new kind of college integrated into the pattern of higher education, and offering broad programs, valuable in themselves . . . (p. 183).

Fields (1962) summarized five unique characteristics of community colleges: (1) democratic--because they are equally accessible to all students; (2) community-centered--since they are locally controlled, utilize community resources, provide educational services locally, and seek to improve the community through research and planning; (3) dedicated to life-long education; (4) adaptable--to changing purposes to meet the needs of individual students and needs of communities, and; (5) comprehensive--a comprehensive curriculum to meet the broad needs of students.

A community college with these characteristics, then, has certain obligations. Harlacher (1969), has noted that these are to: (1) become a center of community life; (2) provide for all age groups educational services that utilize the special skills and knowledge of the college staff and other experts; (3) provide the community, including business and industry, with the leadership

and co-ordination capabilities of the college, and; (4) contribute and promote the cultural, intellectual and social life of the college district.

From the description of the identity of the community college and its characteristics and its obligations, it is possible to derive some of the major functions of community colleges. These functions may be stated in the terms of the provision of certain kinds of programs.

Medsker (1969) notes that, although community colleges perform a variety of functions, they may be generally classified into five broad program areas: (1) transfer, (2) vocational, (3) remedial or up-grading, (4) general education, and (5) community service.

A developmental model, Figure 1, that illustrates the possible relationship between the college and the community has been developed and used by Myran (Michigan State University: 1971).

The core of the model represents the traditional college or the type of institution that many might identify as the Junior College, with its emphasis upon academics and/or university transfer programs is illustrated in Figure 1. The next ring represents the 'new college'--that is, the community college. The latter type of college in recent years has made available a wide range of programs in the technologies, in the liberal and applied arts as well as in traditional academic disciplines.

The third ring of Figure 1 illustrates the relative position

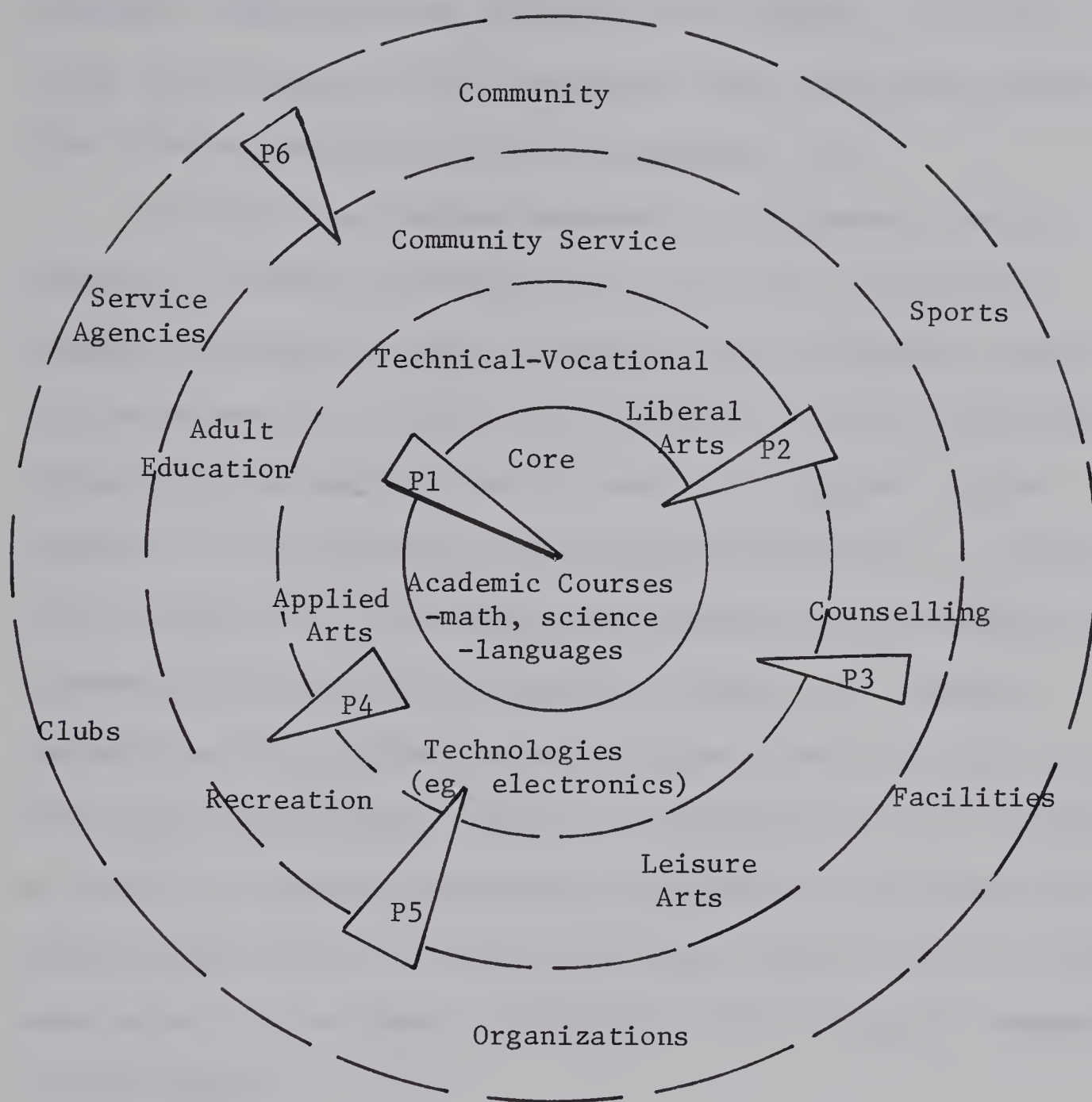


Figure 1

Myran's Developmental Model
for a Community College

Source: Presentation by Dr. Myran at Medicine Hat Community College Conference, Spring 1971.

of community service programs within both the college and the community. The outer ring represents the community. The outer fringe of the areas are shown as dashed lines, since their boundaries fluctuate with the program in question.

The pie-shaped wedges represent six different types of programs. The wedge identified as P1 represents a university transfer or parallel program composed largely of academic courses such as mathematics, sciences and languages. The P2 wedge illustrates a typical technical and/or vocational program. A more community oriented technical level program in liberal or applied arts is shown as P3. The wedge P4 represents another example of a career program in which the emphasis is upon the technical. A community service program that may be offered by the college, but which uses some community resources is identified as P5. Finally, P6 could be a program offered almost entirely by the community but using a small amount of college resources. The position of a given wedge vis-a-vis the rings is indicative of the particular emphasis of that program.

The Miami-Dade concept of a community junior college suggests that, operationally, two additional inputs to the Myran model are required: (1) the institution must be staffed with an enthusiastic administration, and; (2) the college must possess a flexible faculty to cope with the changing societal demands which the college attempts to meet. Myran (1971) reported that through the use of the developmental model, all community needs can be

satisfied by means of a blending process. Thus the program possibilities are infinite.

According to Blocker et al. (1965) the college serves business and industry in the performance of a number of useful functions. The college provides educational facilities and programs of sufficient quality and depth in areas critical to business and industry. In addition, the college helps to guarantee a pool of trained manpower, as well as possessing the ability to raise the general level of education in the community (Blocker et al. 1965). However, a review of the literature revealed that little research has been conducted and/or reported dealing specifically with the needs of the business and industrial sector of the community. In fact only a few "need studies" pertaining to the community colleges are reported in the literature. Two studies which were conducted and were frequently cited in the literature are: (1) The Montcalm College Study, and; (2) The Lake Michigan Study.

The Montcalm Study (1969)

In 1969 Montcalm College in Montcalm County, Michigan, conducted a survey of the needs of the community. The study examined several dimensions of community needs including those of business, industry and agriculture.

The results of these dimensions of the study were criticized by Myran and Bernson who noted that the study lacked sufficient breadth and depth, since only a limited number of questions were posed to a limited sample size of 30 firms. In spite of this

deficiency, the Montcalm study identified three major needs in the business education area: (1) sales training; (2) human relations; and (3) counselling.

The authors of the study also commented on the educational level of prospective employees in the community, training facilities, and job entry practices as follows:

Although employers in Montcalm County expressed a need for a minimum educational level of high school, this criterion is not maintained. The lack of a sufficient number of qualified prospective employees has forced a relaxation of minimum standards. The lack of facilities and agencies to provide advancement type training has forced all employers to resort to "on-the-job" type training.

Job entry practices, dictated by a short labor supply could and would be corrected by an available supply of qualified people. In other words, the establishments in Montcalm County are not prepared to instigate up-grading programs but would adjust their standards as soon as a qualified labor force were to be available.

Lake Michigan College Study

The second research project was carried out under the auspices of the Lake Michigan College. The purpose of this study was to examine the scope and role of the community college in providing new services to the community. The sample was composed of 42 respondents representing a 65 per cent return. The research results were reported in four tables with no effort being made to summarize or draw conclusions from the data.

A number of results from the Lake Michigan study are relevant to the research done in this thesis. Respondents in the Michigan study perceived the following factors as important to the

successful operation of a community service program:

1. Advisory committees;
2. Cultural programs;
3. A survey of community needs;
4. Development of job training programs, and;
5. The assistance of community groups in planning.

In defining community involvement, the study revealed that the respondents felt that the following were either very important or moderately important:

1. Social welfare and assistance aspects;
2. Legal and health aspects, and;
3. Recreational services.

The final dimension of the Lake Michigan Study was an examination of the perceived needs of the community. The following needs were rated as very important or moderately important:

1. Increasing opportunities for job training and up-grading (i.e. business professional, farming, industry);
2. Increasing business and industrial growth of community;
3. Increasing opportunities for career counselling;
4. Helping employers find potential employees;
5. Helping people locate jobs in community;
6. Improving labor-management relationships;
7. Improving communication, interaction, and co-operation between community agencies;

8. Broadening the base of community decision making;
9. Increasing opportunities for adults and out-of-school youth;
10. Increasing opportunities for cultural activities (i.e. art, music, drama, lectures, etc.), and;
11. Offering programs on causes of drug and alcohol abuse.

The Montcalm College and Lake Michigan College studies indicated that the colleges concerned were attempting to identify and satisfy the needs of the community from which they draw their support. However, in these studies no examination was made of either the specific needs of a given type of firm in the business community, nor was there any examination of the specific type or extent of involvement and support available to the college from outside sources. In this thesis both these unmet concerns were investigated.

Chapter 3

RESEARCH PROCEDURES

CHARACTERISTICS OF THE CITY OF MEDICINE HAT

The City of Medicine Hat, according to figures released by Department of Municipal Affairs, Government of Alberta, had a population of 25,713 as of January 1, 1971. Citizens of German origin make up the largest ethnic group in the city. A majority of the adults are persons of retirement age. Of interest is the fact that Medicine Hat's retired population sector is second only to Victoria, British Columbia, in proportion to the total resident population.

The business and industrial community within Medicine Hat is essentially one of small businesses generally employing fewer than fifteen people. Large firms are few in number and tend to be branch offices of larger national or international firms.

COMPOSITION OF RESPONDENT GROUP

For the purposes of this study, the potential respondents were all the licensed business and industrial firms located within the City of Medicine Hat plus four large industrial firms situated on the periphery of the city. To ensure that all potential respondents were identified, names and addresses were taken from the Medicine Hat Tax Assessment list.

The potential respondent group was composed of 606 business and industrial firms of varying sizes and types of activities. From the potential respondent group, 258 completed questionnaires were returned. This number was 42.2 per cent of the total. The data reported in the study are descriptive of this group of respondents. No attempt was made to generalize beyond this group.

In terms of size of firms, the respondents were composed of 49.3 per cent businesses employing one to five employees, 34.5 per cent employing six to fifteen employees, and 16.2 per cent employing sixteen or more employees.

THE INSTRUMENT

A five part questionnaire was constructed which consisted of the following sections:

- Part I referred to respondent characteristics;
- Part II covered the perceived usefulness of courses and programs as well as perceived existing and future needs;
- Part III examined existing firm policy and position in terms of support and participation in the college community service program;
- Part IV was a continuation of Part III, and;
- Part V was two open-ended questions that provided the respondent with the opportunity to express his feelings or opinions about the college. The type of questions utilized within much of

Table 1

Composition of Respondents
(N-258)

Size of Firm	Nature of Firm**				
	Per Cent* of Total	Retail	Wholesale	Transportation	Service Professional Production Manufacturing
1-5 Employees	49.3 (35)	35.4	4.4	3.5	32.7 20.4 3.5
6-15 Employees	34.5 (50)	44.3	2.5	2.5	35.4 8.9 6.3
16 or More Employees	16.2 (15)	21.6	10.8	13.5	21.6 10.8 21.6
Rate of return 42.2 per cent					
* Per cent by column					
** Per cent by row					
() Approximate per cent composition of population (606 firms) as supplied by Canada Manpower Center in the City of Medicine Hat.					

the questionnaire was forced answer.

The questionnaire was constructed in a booklet form and printed on colored paper. It was hoped that the format and the color would both act as an inducement for a prompt return. A sample of the questionnaire, accompanying letter, and post card reminder can be found in Appendix A.

DATA COLLECTION

The questionnaire, together with an accompanying letter and return envelope, was mailed to all firms in the population. When initial returns reached a level of approximately 28 per cent, the first follow-up attempt was made. From a precoded mailing list, firms which had not responded were mailed a follow-up post card. To complement this approach, the Medicine Hat College provided secretarial staff to make follow-up telephone calls. In addition, the researcher made personal contact with forty firms in an effort to increase the rate of return.

After six weeks from the initial mailing date, 258 replies were received. In addition to these, seven were received which were incomplete and were subsequently discarded.

Data were transferred from the questionnaires to the University of Alberta's 360/67 computer where it was analyzed by means of the Division of Educational Research Services Non P-10 program which was designed to give, for specific pairs of variables, frequency matrices tabulated and printed in the form of

cross-classification tables. The output was in percentage by row variable, column variable and total.

Information from the computer output was summarized into tables which appear in "Results of the Study", Chapters 4 and 5.

Chapter 4

RESULTS OF THE STUDY: PERCEIVED USEFULNESS OF EXISTING COURSES AND PROGRAMS

The questionnaire was designed to investigate two broad areas. First, there were questions dealing with the firm's views and opinions about selected courses, programs and operating parameters. The second group of questions dealt with the firm's perceived involvement and support of the College's community service program. The latter area is dealt with in chapter five.

Firms were asked to evaluate selected courses and programs in terms of their perceived usefulness in the firm's day-to-day operations. Courses and programs were grouped into four major program areas: (1) business; (2) technical, vocational and trade; (3) leisure and cultural, and; (4) special and contemporary courses and programs.

From Table 2, the following observations were made about the usefulness of courses and programs in the firm's own day-to-day operations:

<u>Course/Program</u>	<u>Category</u>	<u>Modal¹ Per Cent</u>
Accounting	Of considerable use	32.6
Administration-Business	Of some use	31.3
Agricultural Business	Of no use	69.4
Management	Of no use	52.7
Data Processing	Of no use	34.1
Economics	Of no use	

(cont'd)

¹Modal refers to the most frequently occurring response.

<u>Course/Program</u>	<u>Category</u>	<u>Modal¹ Per Cent</u>
Farm-Ranch Management	Of no use	71.7
Finance	Of some use	32.4
Government Administration	Of no use	65.5
Insurance	Of no use	45.1
Marketing	Of some use	30.8
Merchandising	Of no use	28.6
Motel-Hotel Management	Of no use	82.5
Personnel	Of some use	31.3
Production Techniques	Of no use	45.2
Public Relations	Of considerable use	28.1
Sales Administration	Of great use	25.8

In the technical, vocational and trade area, all courses and programs--with the exception of academic up-grading and mechanical maintenance--were viewed as "of no use" to firms in their own day-to-day operations. In each of these courses and programs, the "of no use" category contained the views of more than 62 per cent of the respondents (Table 3). The academic up-grading program was identified by a majority of the respondents as useful to some extent.

The category "of little use" contained 47.8 per cent of the respondents' responses for the mechanical maintenance course, with an additional 40 per cent of the respondents categorizing it as useful to some extent.

In the third area, leisure and cultural courses and programs, it was found that more than 59 per cent of the firms categorized courses and programs as "of no use". The only course or program worthy of interest to firms seemed to be the recreational activities program (Table 4).

The final major area investigated was that of special or

Extent to Which Firms Found Business
Courses and Programs Useful in
Their Day-to-Day Operations
(N=258)

Course/Program	Per Cent at Mode Point	Extent of Usefulness				
		No Use	Little Use	Some Use	Consider- able Use	Great Use
Accounting	32.6					
Admin. Business	31.3					
Agric. Bus. Mgmt	69.4					
Data Processing	52.7					
Economics	34.1					
Farm-Ranch Mgmt	71.7					
Finance	32.4					
Govt Admin.	65.5					
Insurance	45.1					
Marketing	30.8					
Merchandising	28.6					
Motel-Hotel Mgmt	82.5					
Personnel	31.3					
Prod. Techniques	45.2					
Public Relations	28.1					
Sales Admin.	25.8					

Profile Line is Mode Line

Extent to Which Firms Found Technical, Vocational,
and Trade Courses and Programs Useful
in Their Day-to-Day Operations
(N-258)

	Per Cent at Mode Point	Extent of Usefulness				
		No Use	Little Use	Some Use	Consider- able Use	Great Use
Academic Upgrading	43.1					
Architectural	74.0					
Automotive	62.2					
Biological Sciences	80.9					
Construction Skills	62.0					
Custodian Hsekg	68.0					
Electronics	68.3					
Engineering	70.8					
Fire Science	78.3					
Food Services	80.1					
Graphic Arts	81.9					
Horticulture	84.6					
Home Economics	83.1					
Medical Sciences	80.5					
Mech. Maintenance	47.8					
Nat. Resource Mgmt	80.5					
Nursing-Home	87.3					
Nursing-Practical	89.5					
Paramedical	86.9					
Police Science	83.2					
Political Science	87.3					
Social Service	76.0					
Surveying	85.5					
Welding	62.8					

Profile Line is Mode Line

Table 4

Extent to Which Firms Found Leisure and
Cultural Courses and Programs Useful
in Their Day-to-Day Operations
(N-258)

Course/Programs	Per Cent at Mode Point	Extent of Usefulness				
		No Use	Little Use	Some Use	Consider- able Use	Great Use
Leisure Arts	72.3					
Cultural Events	70.3					
Film Series	61.6					
Foreign Languages	61.4					
Festivals	78.0					
Recreational Activities	59.4					
Tours-Campus	69.3					
Tours-Area	67.1					
Profile Line is Mode Line						

contemporary courses and programs. With the exception of two courses, all had modal scores of over 50 per cent in the "of no use" category. The two exceptions, as may be noted from Table 5, were community leadership, which had a mode of 58.3 per cent in the "of little use" category, and community research and development, which had a mode of 35.6 per cent in the "of no use" category.

PERCEIVED USEFULNESS OF COURSES AND PROGRAMS IN 1976

Firms were asked to predict the general level of usefulness of the various courses and programs in 1976 as compared with their usefulness in 1971. Fifty-seven per cent of the firms indicated that they perceived that business courses and programs would become more useful than they were in 1971. Firms stated that technical, vocational and trade, leisure and cultural, and special or contemporary courses and programs, as defined in this study, would generally possess the same level of usefulness in 1976 as they do today (Table 6).

COURSE AND PROGRAM FORMAT

Each firm was asked to indicate the general level of credit which it would, if given the opportunity, ascribe to the business, and technical, vocational and trade course and program areas. The majority of firms indicated that courses should carry credit leading to a diploma or degree. Specifically, 52.7 per cent

Table 5

Extent to Which Firms Found Special or
Contemporary Courses Useful in Their
Day-to-Day Operations
(N-258)

Courses/Programs	Per Cent at Mode Point	Extent of Usefulness			
		No Use	Little Use	Some Use	Great Use
Alcoholism Problem Seminars	58.7				
Drug Problem Seminars	51.8				
Community Counselling	51.4				
Community Leadership	58.3				
Com. Research & Development	35.6				
Faculty Counselling	63.0				
Family Life Seminars	56.0				
Fund Raising Projects	64.1				
Irrigation Conferences	72.4				
Radio & TV Programs (ETV)	58.4				
Senior Citizen Programs	66.4				
Speaker Bureau	55.0				
Profile Line is Mode Line					

Table 6
 Predicted Usefulness of Courses
 in Program Areas in 1976
 as Compared with 1971
 (N-258)

Prediction Levels	Program Areas			
	Business	Technical, Vocational and Trade	Leisure and Culture	Special Courses
Courses will be Less Useful than Today	3.1	5.3	6.5	8.4
Courses will be About as Useful as They are Today	39.4	52.0	60.5	56.7
Courses will be Generally More Useful than Today	38.9	28.4	22.8	23.3
Courses will be a Great Deal More Useful than Today	18.1	14.2	10.2	11.6
No Response	0.4	0.0	0.0	0.0

Percentages are by Column

of the firms indicated that courses in business should be offered for diploma credit, 17.5 per cent for university credit and 29.5 per cent for non-credit. In the area of technical, vocational and trade, 56.5 per cent of the respondents indicated that courses should carry credit toward a diploma, 13.0 per cent for university credit and 30.5 per cent for non-credit (Table 7).

Firms were asked to indicate the method of material presentation in the business, technical, vocational and trade, leisure and cultural program areas which would be perceived as most desirable. For business courses and programs, 67.7 per cent indicated that seminars, conferences, and workshops was most desirable, 25.7 per cent felt the traditional lecture approach was best, 3.5 per cent felt that correspondence courses were superior. Field trips, simulations, gaming, laboratory, "other", and "no response" accounted for the remaining 3.1 per cent. In the technical, vocational and trade course area, 67.9 per cent felt the seminar, conference, workshop approach was the most desirable approach, 22.5 per cent identified the lecture approach as the best, 3.7 per cent desired the correspondence approach, and field trips, simulations, gaming, laboratory sessions, others, and no response accounted for the remaining 6.4 per cent.

In the leisure and cultural activities area, 54.1 per cent preferred the seminar, conference workshop approach, 29.6 per cent desired the traditional lecture approach, 5.1 per cent felt the correspondence approach was the most desirable. Field trips,

Table 7

Credit Level Considered by
Firms for Program Areas
(N-258)

Credit Level	Program Areas		
	Business	Technical, Vocational and Trade	
University Credit	17.5	13.0	
Credit Towards a "Diploma"	52.7	56.5	
Non-Credit	29.5	30.5	
No Response	0.3	0.0	
Percentages by Columns			

simulations, gaming, laboratory, others, and no response accounted for the remaining 11.2 per cent (Table 8).

The questionnaire sought to determine which one among three possible times (morning, afternoon and evening) would be viewed as most attractive by respondents. As noted in Table 9, 80.8 per cent of the organizations indicated that the various programs should be offered in the evenings, 12.8 per cent desired morning classes and the remaining 6.4 per cent preferred afternoon classes.

Information was sought on the day of the week which respondents perceived as most attractive for the purpose of attendance. The following percentages reflect the day of the week perceived as most desirable by respondents: Monday, 34.2 per cent; Tuesday, 19.3 per cent; Wednesday, 19.0 per cent; Thursday, 5.3 per cent; Friday, 3.7 per cent; Saturday, 3.9 per cent; Sunday, 3.4 per cent, and; no preference, 11.2 per cent. From Table 10, then, Monday, Tuesday and Wednesday college operations are very desirable from a firm's viewpoint.

Data were sought in an attempt to determine what length of course in each area would be most desirable. The research study revealed that approximately 68 per cent of the respondents perceived one semester courses as being desirable while 5 per cent perceived two semester courses as desirable (Table 11).

The place where the course was taught was a matter of concern. The question of locations was given to all respondents with the following results. In the area of business courses and

Table 8

Most Desired Method of Material
Presentation in Program Areas
(N-258)

Program Content Presentation Methods	Program Areas		
	Business	Technical, Vocational and Trade	Leisure and Cultural
Seminar	67.7	67.9	54.1
Lecture	25.7	22.5	29.6
Correspondence	3.5	3.2	5.1
Field Trips	0.0	0.0	5.6
Simulation/Gaming	2.2	1.8	1.5
Laboratory	0.0	4.1	4.1
Other	0.9	0.5	0.0
Percentages by Column			

Table 9

Time of Day Most Preferred by
Firms for Courses
and Programs
(N-258)

Time of Day	Program Areas			
	Business	Technical, Vocational and Trade	Leisure and Cultural	Special Courses
Mornings	14.7	11.6	11.9	13.3
Afternoons	6.7	8.4	4.0	6.2
Evenings	78.6	80.0	84.1	80.5
Percentages by Columns				

Table 10

Day of Week Selected as Most Preferred
by Firms for Program Areas
(N-258)

Weekdays	Program Areas			
	Business	Technical, Vocational and Trade	Leisure and Cultural	Special Courses
Monday	33.0	34.4	36.7	32.8
Tuesday	21.1	21.1	17.9	17.2
Wednesday	18.8	17.7	18.9	20.6
Thursday	5.5	5.7	4.6	5.4
Friday	3.7	2.4	3.1	5.4
Saturday	3.2	3.8	4.6	3.9
Sunday	3.7	2.9	3.6	3.4
No Preference	11.0	12.0	10.6	11.3
Percentages by Columns				

Table 11

Course and Program Length Found
Most Desirable by Firms
in Program Areas
(N-258)

Length of Programs	Program Areas		
	Business	Technical, Vocational and Trade	Leisure and Cultural
Less than Ten Weeks	65.2	63.6	76.1
One Semester	28.6	29.0	20.4
Two Semesters	5.3	7.4	3.5
No Response	0.9	0.0	0.0
Percentages by Columns			

programs, 84.2 per cent of the respondents perceived that courses should be offered on campus. In the technical, vocational and trade program area, 86.2 per cent of the respondents stated that courses should be offered on campus. In the leisure and cultural program area, 85.9 per cent of the respondents indicated that courses should be held on campus, and in the special or contemporary program area, 92.3 per cent indicated that activities should be conducted on the college's campus (Table 12).

SUMMARY

In this chapter, the central focal point was upon the curriculum. Areas which are reported are: the perceived usefulness of courses and programs as related to the firm's day to day operations; course and program format; desired credit levels, presentation approaches; desired course and program length and time; and desired location of courses and programs.

Table 12
Preferred Instructional
Location for Programs
(N-258)

Location of Course/Program	Program Areas			
	Business	Technical, Vocational and Trade	Leisure and Cultural	Special Courses
On Campus	84.2	86.2	85.9	92.3
In Plant	13.6	10.6	12.6	7.2
Other	1.8	2.8	1.5	0.5
No Response	0.4	0.4	0.0	0.0
Percentage by Columns				

Chapter 5

RESULTS OF THE STUDY: INVOLVEMENT AND SUPPORT

In this chapter, data are presented which reflect the respondents' perceived involvement and support for the Medicine Hat College's community service program. Other data are descriptive of existing company policy or, where no policy was enunciated, the position the firm would likely take.

A number of areas were investigated in an attempt to piece together a picture of the position taken by business and industrial firms with respect to the college community service program. The areas were: planning, facilities, equipment, co-sponsorship, finance, instruction, employee enrolment, tuition fee support, co-operative work program, current staff enrolment, college facilities, knowledge about the college, and communications.

INVOLVEMENT IN PLANNING

In response to the question on level of knowledge about college activities: 19.1 per cent of the respondents indicated that they knew what courses were offered and when they were offered; 62.2 per cent knew a little about college activities, and 18.7 per cent reported that they knew nothing about the college's activities. The study findings revealed that firms employing 16 or more employees were more informed about colleges than those employing less than 16 employees as noted in Table 13.

Table 13

Firm's Level of Knowledge
About College Activities
(N-258)

Level of Knowledge	Per Cent of Total	Size of Firm		
		1-5 Empl.	6-15 Empl.	16 or More Empl.
Firm Knows What Courses are Offered, When, Etc.	19.1	16.5	19.0	27.0
Firm Knows a Little About College Activities	62.2	61.5	62.0	64.9
Firm Knows Nothing About College Activities	18.7	22.0	19.0	8.1
Percentages by Columns				

In response to the question about the firm's willingness to become involved in the planning of courses and programs in the college's community service program, 19.8 per cent indicated a willingness to participate as a member of an advisory committee. A further 10.4 per cent stated that they would be willing to belong to a general educational council for general course planning, and 36.9 per cent reported a willingness to act as an occasional resource source. Only 32.9 per cent indicated that they would not be willing to become involved in the course and program planning process. From Table 14, it may be noted that the firm's size did not affect its willingness to become involved in planning.

A cross tabulation between the firm's level of awareness and the firm's willingness to participate in course and program planning was made to determine if any relationship existed. Firms which reported that they knew a little about college activities accounted for 42.2 per cent of those respondents willing to become involved in planning.

The findings noted in Table 15 indicated that the modal point (23.6 per cent) occurs at the intersection of respondents who are willing to act as occasional resource sources and firms who knew a little about college activities.

FINANCIAL INVOLVEMENT

In assessing the extent to which firms would be willing to financially support courses and programs, two dimensions were

Table 14

Extent to Which Firms are Willing to Become Involved
in the Planning of Courses and Programs for
the College Community Service Program
(N-258)

Level of Involvement	Per Cent of Total	Size of Firm		
		1-5 Empl.	6-15 Empl.	16 or More Empl.
Firm Would be Willing to be a Member of an Adv. Committee	19.8	15.9	21.8	27.0
Firm Would be Willing to Belong to a Gen. Educ. Council for General Course Planning	10.4	9.3	12.8	8.1
Firm Would be Willing to Act as Occasional Resource Source	36.9	41.1	32.1	35.1
Firm Would Not be Willing to Become Involved in Course Planning or Development	32.9	33.7	33.3	29.8
Percentages are by Columns				

Table 15

Firm's Level of Knowledge Compared to
Firm's Willingness to Participate
in Course and Program Planning
(N-258)

Level of Knowledge	Level of Willingness to Participate in Planning			
	Member of Adv. Com.	Member of Gen. Educ. Plan. Coun.	Occasional Resource Source	Not Willing to Participate %
Knows What Courses are Being Offered, Length, Time, etc.	4.5	3.6	7.3	4.1
				19.5
Knows a Little About College Activities	13.2	5.5	23.6	20.5
				62.7
Knows Nothing About College Activities	2.3	1.4	5.9	8.2
				17.7
%	20.0	10.5	36.8	32.7
				100.0

investigated. First, the respondent's willingness to co-sponsor related courses and programs, and second, willingness to co-sponsor unrelated courses and programs.

In answer to the question on financial co-sponsorship of related courses and programs, 4.0 per cent of the respondents indicated a willingness to co-sponsor courses and programs, 29.0 per cent reported a willingness to co-sponsor with some financial support, and 67.0 per cent were unwilling to financially co-sponsor courses and programs. Of those respondents willing to support the program in some financial form, firms with 16 or more employees are the most active (Table 16).

In response to the question of a financial appeal in order to support courses and programs unrelated to their business activities, 24.7 per cent of the respondents stated a willingness to financially support the courses and programs while 74.4 per cent reported an unwillingness to become financially involved. Only 0.9 per cent indicated that they were undecided.

It may be noted in Table 17 that of the 24.7 per cent of the respondents willing to support the financial appeal, retail, service, and professional firms were the most willing.

A cross tabulation was made between a firm's level of knowledge and its willingness to support a financial appeal. Table 18 revealed that the 13.6 per cent of the firms who reported a willingness to financially support the appeal were also those firms who reported that they know a little about college activities.

Table 16
 Financial Co-sponsorship of Related
 Courses and Programs by Firms
 (N-258)

Co-sponsorship Levels	Per Cent of Total	Size of Firm		
		1-5 Empl.	6-15 Empl.	16 or More Empl.
Willing to Co-sponsor with Financial Support	4.0	5.6	2.6	2.7
Willing to Co-sponsor with Some Financial Support	29.0	21.5	31.2	45.9
Would Not be Willing to Financially Co-sponsor	67.0	72.9	66.2	51.4
Percentages are by Columns				

Table 17

Firm Willingness to Support a Community
Service Program Financial Appeal for
the Purpose of Operating Courses
Not Related to Business
(N-258)

Level of Financial Support	Per Cent of Total	Size of Firm*				Nature of Firm**				
		1-5 Empl.	6-15 Empl.	16 or More Empl.	Retail	Whole- sale	Transpor- tation	Service	Prof.	Prod. /Mfg
Willing to Support Financial Appeal	24.7	23.8	20.3	36.1	30.2	5.7	3.8	30.2	28.3	1.9
Unwilling to Support Financial Appeal	74.4	75.2	78.4	63.9	39.4	5.0	4.4	30.6	11.2	9.4
Undecided	0.9	1.0	1.3	0.0	50.0	0.0	0.0	50.0	0.0	0.0
* Percentages are by Column										
** Percentages are by Row										

Of the 19.7 per cent of the firms which stated that they knew what courses were offered, (time, length and other details), 6.6 per cent were prepared to support the financial appeal. By comparison, of the 17.8 per cent of the firms which stated that they did not know anything about the college, 4.2 per cent reported a willingness to support the financial appeal (Table 18).

In respect to support for courses related and unrelated to a firm's activities, responses varied considerably among different firms questioned. Willing to supply financial support for

1. courses and programs related to current business activities: retail, 27.7 per cent; wholesale, 54.5 per cent; transportation, 27.2 per cent; service, 30.1 per cent; professional, 52.9 per cent; and production/manufacturing, 35.3 per cent, and;

2. courses and programs unrelated to current business activities: retail, 19.2 per cent; wholesale, 27.2 per cent; transportation, 18.1 per cent; service, 21.9 per cent; professional, 44.1 per cent; and production/manufacturing, 5.8 per cent.

AVAILABILITY OF EQUIPMENT AND FACILITIES

Firms were asked if they would be willing to make available their operating equipment and facilities for use by the college's community service program. In answer to the facilities question, 21.7 per cent of the firms reported a willingness to provide facilities at no cost, 20.8 per cent at some cost, and 57.5 per cent

Table 18

Firm's Level of Knowledge Compared with the Firm's
Willingness to Support a Financial Appeal by
the College Community Service Program
(N-258)

Level of Knowledge	Willingness to Support Financial Appeal			%
	Would Support Financial Appeal	Would Not Support Financial Appeal	Undecided	
Knows What Courses are Being Offered, Time, Length, etc.	6.6	13.1	0.0	19.7
Knows a Little About College Activities	13.6	47.9	1.0	62.5
Knows Nothing About College Activities	4.2	13.6	0.0	17.8
%	24.4	74.6	1.0	100.0

indicated an unwillingness to provide company facilities. It is evident that firms of from one to five employees and firms of 16 or more employees were most willing to participate (Table 19).

In response to the operating equipment question, 14.9 per cent of the firms were willing to provide equipment at no cost to the college's community service program, 25.8 per cent at some cost, and 59.3 per cent were not willing to provide equipment to the program. It may be seen from Table 20 that the size of firm did not influence the results, although firms of 16 or more did appear to be slightly more co-operative.

A cross tabulation was made comparing the firm's willingness to provide operating equipment, and/or facilities with the firm's willingness to become involved in planning. This revealed that firms who are willing to become involved in the planning of courses and programs accounted for 89.5 per cent of the operating equipment and 81.8 per cent of the facilities available to the college's community service program (Table 21).

AVAILABILITY OF EMPLOYEES FOR INSTRUCTIONAL POSITIONS

Firms were asked if they would be willing to provide some of their own staff to the college for the purpose of instructing in the community service program. Their responses to this question indicated that 15.7 per cent of the respondents felt that they could provide some staff at no cost, 32.7 per cent reported that

Table 19

Availability of the Firm's Facilities
for Use by the College's Community
Service Program
(N-258)

Level of Possible Commitment of Company Facilities	Percentage Of Total Sample	Size of Firm		
		1-5 Employees	6-15 Employees	More Than 16 Employees
Firm Would be Prepared to Provide Facilities at No Cost	21.7	20.6	20.8	27.0
Firm Would be Prepared to Provide Facilities at Some Cost	20.8	24.3	14.3	24.3
Firm Would Not be Prepared to Provide Company Facilities	57.5	55.1	64.9	48.6
Percentages are by Columns				

Table 20
 Availability of the Firm's Operating
 Equipment for Use in the College's
 Community Service Program
 (N-258)

Level of Possible Commitment of Operating Equipment	Per Cent of Total	Size of Firm		
		1-5 Employees	6-15 Employees	16 or More Employees
Firm Would be Prepared to Provide Equipment at No Cost	14.9	11.2	18.2	18.9
Firm Would be Prepared to Provide Equipment at Some Cost	25.8	24.3	22.1	37.8
Firm Would Not be Prepared to Provide Equipment to College	59.3	64.5	59.7	43.2
Percentages are by Columns				

Table 21

Comparison of Firms Willing to Become Involved in Planning
With Firms Willing to Provide the Firm's
Operating Equipment and/or Facilities
(N-258)

Level of Planning Commitment	Extent to Which Firm Would be Willing to Provide Operating Equipment and/or Facilities			Total Per Cent
	Willing to Provide at No Cost to College	Willing to Provide at Some Cost to College	Would Not be Willing to Participate	
Member of an Adv. Committee	5.9 (5.0)	5.0 (5.4)	9.0 (9.5)	19.9 (19.9)
Member of General Educ. Council for Gen. Course Plan.	1.4 (.9)	5.0 (5.4)	4.1 (4.1)	10.4 (10.4)
Occasional Resource Source	11.8 (7.7)	9.0 (8.6)	15.8 (20.4)	36.7 (36.7)
Not Willing to Participate	2.7 (1.4)	1.8 (6.3)	28.5 (25.3)	33.0 (33.0)
	21.7 (14.9)	20.8 (25.8)	57.5 (59.3)	100.0
Operating Equipment Percentage in Brackets				

staff would be available but at some cost, while 51.6 per cent indicated an unwillingness to participate. Firms of all sizes and nature of operation reported an equal readiness to participate (Table 22).

CO-OPERATIVE WORK PROGRAM PARTICIPATION

An analysis of the responses to the question regarding the firm's willingness to participate in a co-operative work program with the college's community service program indicated that 58.9 per cent of the firms were willing to participate, with 41.1 per cent unwilling to participate. As indicated in Table 23, retail and service firms offered the major portion of support.

EMPLOYEE TUITION FEES

An analysis of the question of a firm's willingness to support its employees who were or were going to be enrolled in courses and programs by the payment of tuition fees yielded the following results: 11.9 per cent would be willing to pay all tuition fees, 51.6 per cent would be willing to share costs, and 36.5 per cent would be unwilling to pay or share tuition fee costs.

As indicated in Table 24, of those willing to pay or share the cost of tuition fees, retail, service, professional and production/manufacturing firms were the most willing to participate.

Table 22

Firm's Willingness to Provide Staff for
Instructional Purposes in the College's
Community Service Program
(N-258)

Levels of Instructional Staff Commitment	Per Cent of Total	Size of Firm				Nature of Firm				
		1-5 Empl.	6-15 Empl.	16 or More Empl.		Retail	Whole- sale	Transpor- tation	Service	Prof. /Mfg
Provide Staff at No Cost to College	15.7	14.3	16.0	18.9		16.2 (38.2)	9.1 (2.9)	11.1 (2.9)	13.4 (26.5)	21.2 (20.6)
Provide Staff at Some Cost to College	32.7	33.3	30.7	35.1		25.0 (28.2)	27.3 (4.2)	44.4 (5.6)	38.8 (36.6)	12.4 (19.7)
Unwilling to Provide Staff to College	51.6	52.4	53.3	45.9		58.8 (42.0)	63.6 (6.2)	44.4 (3.6)	47.8 (28.6)	36.4 (10.7)
Percentages are by Columns (Percentages) are by Row										

Table 23

Firm's Willingness to Engage in a Co-operative
Work Program with the College Community
Service Program
(N-258)

Level of Co-operative Work Program Commitment	Size of Firm*				Nature of Firm**			
	Per Cent* of Total	1-5 Empl.	6-15 Empl.	16 or More Empl.	Retail	Whole- sale	Transpor- tation	Service Prof. & Mfg
Firm Prepared to Enter into Co-op Work Program	58.9	63.8	49.4	64.9	37.2	4.7	2.3	33.3
								12.4
								10.1
Firm Unwilling to Enter into Co-op Work Program	41.1	36.2	50.6	35.1	35.6	5.6	6.7	28.9
								18.9
								4.4
* Percentage by Column								
** Percentage by Row								

Table 24

Willingness of Firms to Support Employees
Enrolled in Courses and Programs through
the Payment of Tuition Fees
(N-258)

Level of Tuition Commitment	Per Cent* of Total	Size of Firm*				Nature of Firm**			
		1-5 Empl.	6-15 Empl.	16 or More Empl.	Retail	Whole- sale	Transpor- tation	Service	Prof. & Mfg
Would be Willing to Pay all Employee Tuition Fees	11.9	8.5	18.2	8.3	23.1	3.8	3.8	30.8	23.1 15.4
Would be Willing to Share the Cost of Tuition Fees	51.6	45.3	53.2	66.7	36.3	8.0	3.5	31.0	13.3 8.0
Unwilling to Pay or Share Tuition Fee Costs	36.5	46.2	28.6	25.0	41.3	1.2	5.0	33.7	15.0 3.7

* Percentages are by Column

** Percentages are by Row

UTILIZATION OF COLLEGE FACILITIES

Firms were asked if they would be interested in utilizing the facilities¹ of the college for their own purposes. Approximately 51 per cent of the firms indicated that they would be interested in using one or more facility while 44.5 per cent indicated no need for them. Of the firms who indicated a desire to utilize the facilities, the following facilities are listed in order of preference: classrooms, library, recreational, laboratory, and cultural (Table 25).

COMMUNICATIONS

Colleges have been concerned with the problem of establishing a viable means of communication with the community. Firms were asked to indicate the most desirable means a college could use in providing the firm with information about college activities.

From Table 26 it may be seen that 64.4 per cent of the firms felt the bulletin form was the best means, 30.0 per cent selected the newspaper, 4.0 per cent reported television, 3.1 per cent indicated radio and 1.5 per cent responded to "other".

¹In the judgement of the writer, the facilities at the college could be described as "excellent".

Table 25

Firm's Desire to Utilize
College Facilities for
Their Own Purposes
(N-258)

Level of Facility Utilization	Per Cent of Total
Would Wish to Use One Facility	25.8
Would Wish to Use More Than One Facility	26.8
Would Not Wish to Use College Facilities	44.5
No Response	2.9

Table 26

Means by Which Firms Prefer to Become
Informed About College Community
Service Program Activities
(N-258)

Media Type	Per Cent of Total
Radio	3.1
Television	4.0
Newspaper	30.0
Bulletin	61.4
Other	1.5

COLLEGE PRESENCE AS A SOCIO-ECONOMIC INDUCEMENT

Firms were also asked if they saw the presence of the college as an inducement for other business and industrial firms to locate in Medicine Hat. Results revealed that 90.3 per cent of the firms felt the presence of the college would be an inducement, 8.4 per cent did not see the college as an inducement, and 1.3 per cent offered no response.

EMPLOYEE ENROLMENT

Firms were asked to indicate if they currently had any employees attending courses other than normally scheduled day courses. The replies revealed that 87.9 per cent of the firms did not have employees attending courses. As a second part of this question, firms with employees attending courses which were not at the Medicine Hat College were asked to indicate if they would prefer to see these courses offered by the college. Sixty-three per cent of the firms falling into this category preferred to see the college offer the course.

PERCEIVED RELATIONSHIPS WITH THE COMMUNITY SERVICE PROGRAM

In the final section of the questionnaire, firms were asked to indicate the relationship, if any, they perceived they had with the college's community service program. Of the total number of

questionnaires returned, 115 (44.5 per cent) completed this section. Of this number, 69 (60 per cent) responded in a manner reflecting a positive perceived relationship with the college. Of the 40 per cent of the respondent firms which did not see a positive relationship with the college, the reasons cited were:

<u>Number</u>	<u>Reason</u>
21	Firm was too small thus limited in personnel and capital;
18	Firm was too specialized thus no benefit could be derived;
8	Simply not interested.

Of the 69 (60 per cent) of the respondent firms who did respond positively, the following reasons were cited as bringing about the perceived relationship:

<u>Number</u>	<u>Reason</u>
18	Feel that the college program is a "good thing" to have;
13	Willing to provide assistance to program but form of assistance is unspecified;
13	See program as useful in up-grading employees of firm;
12	Desire to provide staff for instructional purposes;
8	Desire to become involved in advisory role or resource capacity;
6	Will provide financial support;
5	Feel that the presence of the college will induce influx of business people;
4	Desire to up-grade management skills;

<u>Number</u>	<u>Reason</u>
4	Desire to employ college graduates;
3	Obligation to community;
3	Would be prepared to become involved in co-operative work program;
2	Desire to use recreational facilities.

SUMMARY

Perceived involvement with and support of the Medicine Hat College's community service program, as reported by the respondents, was presented in this chapter.

Areas specifically dealt with were: planning, knowledge of existing college activities, financial involvement, availability of equipment and facilities; availability of employees for instructional purposes, co-operative work programs, employee tuition fees, utilization of college facilities, communications, the college as an inducement for location of industry, and the relationship of firms with the community service program.

Chapter 6

SUMMARY AND CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

SUMMARY AND CONCLUSIONS

The Problem

The purposes of this study were twofold: to determine how the Medicine Hat College community service program might best serve business and industrial firms, and; to determine the extent to which business and industrial firms perceived their involvement in, and support of, the college's community service program.

The Procedure

The study was structured around a five-part questionnaire. The questionnaires were sent to all (606) business and industrial firms in the City of Medicine Hat. This potential respondent group also included several large industrial firms located on the periphery of the city. The questionnaires were distributed, and returned during the period March-April, 1971. Data from 258 (42.2 per cent) completed questionnaires were coded for computer processing. A Division of Educational Research Services Non P-10 program was utilized in the analysis of the data.

Data Interpretation

It should be borne in mind that the data reported in this study are descriptive of the 258 respondents to the questionnaire.

No attempt was made to make statistical inferences beyond the respondent group. The conclusions refer to the respondents and not to Medicine Hat firms in total.

Educational Needs-Program Format

Educational needs. The first problem was to assess the perceived current (1971) educational needs of business and industrial firms and the predicted educational needs of business and industrial firms in 1976. Four major areas were identified: (1) business courses and programs; (2) technical, vocational, and trade courses and programs; (3) leisure and cultural courses and programs, and; (4) special or contemporary courses and programs.

From the data, it may be noted that respondents did not perceive most of the selected courses and programs as useful in their day-to-day operations.

Specifically, business courses and programs rated "of no use" were generally specialized and tended to be directed toward a specific limited segment of the business and industrial community. An analysis of the data gathered suggested that existing courses and programs might be viewed by respondents as inadequate for their purposes.

Courses viewed as "useful to some extent" were those which had a generalized content and were applicable to most firms' day-to-day operations. Of interest was the fact that business courses rated by many of the firms as "useful to some extent" were those

which may be viewed as management oriented rather than employee oriented.

It would appear that in Medicine Hat the college community service program, if it is to be well received by local businesses, should be directed toward the offering of business courses and programs which are essentially non-theoretical, and management oriented. If the college wishes to offer high risk or low enrolment specialized business courses, such as Agricultural Business Management, the college should be prepared to subsidize the financing of the course.

Technical, vocational and trade courses and programs were viewed by business and industrial firms as generally less useful than business courses and programs. One course, mechanical maintenance, was viewed as useful in day-to-day operations of businesses. It may be that firms have taken technical, vocational and trade courses and programs for granted, or perhaps they considered these skills inherent within the labor force which firms employ. In either case, the firms did not appear to be overly concerned with this area of education. Up-grading and training would probably have to occur at the initiative of the individual employee. This would imply that the college should proceed in a manner which would provide for an orderly examination of the potential of the labor market for absorption of the graduates of technical, vocational and trade courses. A proliferation of

vocational, technical and trade courses would likely meet with very limited initial success.

Data concerning the third program area, leisure and cultural courses and programs, revealed that business and industrial firms did not perceive this area as useful or relevant in their firms' day-to-day operations. Similarly, business and industrial firms did not perceive the fourth area, special or contemporary courses and programs, as useful in their day-to-day operations.

From the near total rejection of the last two areas by respondents, it might seem that firms in the City of Medicine Hat were preoccupied more with the management function per se or the profit motive than with humanistic values and concerns. It should be noted, however, that while respondents did not perceive leisure, cultural, special or contemporary courses and programs as useful in day-to-day operations, they may take a different stand if these areas were examined as totally external to the firms' operations.

This observation was supported by the data obtained concerning the predicted usefulness for various programs in 1976 as compared with 1971. A majority of the respondents perceived the various programs as being more useful in 1976 than in 1971. Similarly, a minority of the respondents indicated that leisure and cultural, and special or contemporary courses and programs would be useful in the future. Nevertheless, approximately 65 per cent of the respondents found these two areas to be about as

important, or less important now as in the future.

In view of present trends in the business community such as the three-day work week and shorter number of hours worked per week, it would appear that a need exists for training in the use of leisure time. As a first objective, the college might well respond to this need by stressing the importance of, and stimulating interest in, programs and courses having to do with the constructive use of leisure time.

Program format. Data analyzed in this study indicated that business and industrial firms were more likely to endorse and utilize college community service courses which possessed the following format and/or characteristics:

1. Programs should be approximately 10 weeks or less in length;

2. Programs in the business, technical, vocational and trades area should carry credit toward either a diploma, a certificate or a degree;

3. Programs should be presented in a variety of ways. However, respondents indicated a distinct preference for the seminar, workshop and conference approach. The traditional lecture approach was seen as an undesirable alternative;

4. Programs should be offered, where possible, on Monday, Tuesday and Wednesday;

5. Programs should be offered during the evening, and;

6. Programs should be offered on campus with consideration given to offering special interest courses in an off-campus location.

According to the respondents in this study, the incorporation of the desired format and characteristics would ensure course and

program acceptance while still providing the college with the desired program flexibility.

Involvement in Planning

The study assessed the extent to which firms were likely to participate in the planning of the college's community service program. More than 60 per cent of the business firms responding indicated a desire to become actively involved in the planning of college community service courses and programs. However, respondents tended to indicate a desire to participate by acting as an occasional resource rather than being a more permanent member of an advisory committee or general education council.

This would suggest that colleges seeking to develop external guidance in course and program planning should design committees which would have a relatively short existence. The cross tabulation between "level of knowledge" and "willingness to participate" revealed that approximately 10 per cent of the respondents who indicated a willingness to participate in planning, also reported that they knew virtually nothing about the college's activities. Coupled with this observation was the finding that the level of knowledge about the college has not increased significantly over the past five years.¹ From this, it is possible to

¹A comparison of existing and past levels of knowledge about the college's activities can be made by comparing the results reported in this study (Table 13) with results reported in Fisher's study, Post-Secondary Education Needs For Medicine Hat and Area. (Table XVIII), (1967).

infer that communication with all of the members of the business community could well be improved.

Financial Co-sponsorship

This study assessed the extent to which firms would be willing to financially support the college's community service program courses.

The following observations were made: most firms (67 per cent) would not respond to an appeal to financially co-sponsor courses related to their operations. In addition, 74 per cent of the respondents indicated they would not support an appeal to financially co-sponsor courses unrelated to their business operations. Furthermore, firms tend to be more willing to provide equipment and facilities than they are to provide funds directly. Respondents appeared to believe that the costs of operating either a related or an unrelated course or program was the responsibility of the college and course participants. This would imply that colleges seeking funds for course development from business and industrial firms will generally meet with little success. It would appear that the financial onus is on the college and its conventional sources to supply funds for course development.

Of the firms which were willing to contribute financially, the size of the firm appeared directly related to a willingness to participate financially in the co-sponsoring of courses related to its business operations.

From the data, it may be concluded that a Medicine Hat College community service program financial campaign concerned with the highest success rate per call per man-hour should focus upon firms in the areas of retailing, wholesaling, service and professional.

Although a campaign directed toward gaining financial co-sponsorship for specialized business-type courses will receive some support, the college must be prepared to finance a considerable portion of the costs. The college might be able to improve the performance of a financial campaign through an intense image building and information campaign.

Availability of Equipment and Facilities

Firms' support of the community service program through the provision of operating equipment and company facilities for use by the college were assessed. It may be noted that 43 per cent of all respondents were willing to provide operating equipment and/or company facilities, in approximately equal quantities, at either some cost or at no cost to the college. It was apparent that larger firms were the most willing members of the business community in this respect, and may be able to provide the widest variety of facilities and equipment.

An important finding of this study was that firms willing to participate in the planning aspects were also willing to make available the equipment and facilities for the college's community

service program. This finding suggests that the college might be able to satisfy the need for specific or specialized equipment and/or facilities through a public relations effort emphasizing the college's equipment and facilities needs.

From the data gathered on equipment and facilities available for the operation of a college community service program three aspects are important: this form of support would provide the college with the ability to offer courses and programs without large capital expenditures; the college would be able to offer a wider range of courses and programs, and; the linking relationship between the college and firms would be further strengthened.

Co-operative Work Programs

The co-operative work program was seen as another form of support. Firms appeared to be willing to enter into a working agreement for the development of a co-operative work program. The reasons were unclear. It may be that the results would be beneficial for firms as well as the college.

Availability of Employees for Instructional Purposes

Firms incorporate within their ranks a wide spectrum of human talent. Such talent utilized by the college community service program could add considerable depth and breadth. This type of instructional reservoir might be available at a reduced cost, be on an "on call" basis, and provide an integral relationship with the non-academic sector of the community. Indications were

that nearly half of the firms were willing to provide employees to serve the purpose of being instructors.

Tuition Fees

The question of support had an added dimension--that of the firm's financial support for its employees through the payment of all or part of incurred tuition fees. The majority of respondents would pay part or all of the tuition fees of employees. From earlier observations it appeared that in order to be eligible, the employee must:

(a) enrol in courses in business operations or management, and;

(b) enrol in courses possessing credit toward a diploma, certificate or degree.

Employee Enrolment in Courses and Programs

The firm did not appear to actively encourage employees to participate in further education. However, these same respondents indicated that they saw the college as a preferred agency for the offering of courses and programs currently being offered by other agencies. The college was seen as the central or co-ordinating agency for the community service courses and/or programs irrespective of the programs current location.

Perceived Relationship with the Community Service Program

From the data, it may be noted that firms tended to view the presence of the college and the community service program as a valuable addition to the City of Medicine Hat. This observation was substantiated by the notion, held by many business and industrial firms, that the college was a positive inducement in the attraction of additional firms.

Communications

The college did not appear to have established an adequate communication system with the business community. Since study findings have shown that respondents were concerned about college activities, then it may be suggested that the establishment of an adequate communication system is of vital importance. From Chapter 5 it is evident that the college should use bulletins and the newspaper as a means of disseminating information to business and industrial firms.

An analysis of the data gathered suggests that an adequate college communication system with the business community would serve several purposes. The system would:

1. act as an information source on college activities;
2. keep the firm constantly aware of the existence of the college;
3. further promote the use of college facilities which firms have expressed a desire to use, and;

4. help shape the thinking of the firm toward courses and programs other than those directly related to business.

IMPLICATIONS

From this study arise several implications which could be useful guidelines for the development and operation of a college community service program. They may also be useful in developing a better understanding and improved relationship between the college and the business community.

The implications are:

A. The college, in reviewing the business oriented portion of the community service program, should adhere to the following guidelines. The courses and programs in this area should be:

1. management oriented;
2. directly related to the functioning of the individual in the firm;
3. generally applicable to the activities of the firm;
4. generally less than 10 weeks in length;
5. offered, where possible, during the evening on Monday, Tuesday and/or Wednesday;
6. offered for credit toward a diploma, certificate or degree;
7. presented in seminar, workshop and/or conference format, and;
8. presented on campus, with consideration given to the presentation of specialized courses off campus.

B. The college should establish a community resource catalogue which would contain the following data:

1. firms who would provide company facilities and operating equipment;
2. firms who would participate in the planning and guidance of community service programs, and;
3. firms willing to provide employees to the college for the purpose of instructing in the community service program.

C. The college should examine the business and industrial community to identify those firms which would financially support the community service program;

D. The college should establish a ways and means committee to develop an adequate communication system which would disseminate and collect information. In addition, the system should act as an image and status building device;

E. The college should encourage the use of employees of business firms in committees for the purpose of planning and guiding the activities of the community service program. These committees should be ad hoc in nature, and;

F. The college should attempt to offer a blend of courses and programs which would provide for the development of vocational and academic skills as well as recreational-leisure-cultural skills and activities.

RECOMMENDATIONS FOR FURTHER STUDY

This study examined the relationship between business and industrial firms and the Medicine Hat College. Further research studies should be conducted in the following areas:

1. A follow-up study should be conducted to determine if the business and industrial firms in other cities perceive their involvement and support of the local college's community service program in the same way;

2. An in-depth study should be attempted to explore the specific needs in the area of business courses and programs;

3. A longitudinal study should be done to examine the effects of business and industrial firms upon the community service program in Medicine Hat and other cities, and;

4. A longitudinal study should be conducted to examine the effects of a community college upon business and industrial firms and the community generally.

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APPENDIX A

Research Instrument,
Accompanying Letter
and
Post Card Reminder

THE COLLEGE ADMINISTRATION PROJECT

SPONSORED BY

THE W. K. KELLOGG FOUNDATION

84

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

March 4, 1971

Dear Mr. Manager

With funds made available by the W. K. Kellogg Foundation, the Department of Educational Administration in conjunction with the Medicine Hat College has undertaken the development of a community service program tailored to the needs of the Medicine Hat area.

As part of this project, and to partially fulfill the requirements for a Masters degree in Education, I am conducting a survey of your opinions and views about the existing and potential community service program. This survey is being sent to only the top management in local business and industrial organizations.

Since the Medicine Hat business community is composed of firms of various sizes and types, it is extremely important that I receive completed questionnaires from all those asked to participate in this study. I am therefore, requesting your cooperation in the completion of the enclosed questionnaire and its early return. Please note that a postage paid return envelope has been enclosed for your convenience.

From the results, it is anticipated that a community service program can be designed to meet the needs of firms like yours. Therefore, your views are very important to us.

Please accept my personal thanks in advance for taking time out of a busy schedule to answer this questionnaire.

Yours truly,

Robert Gawreluck

RSG:el

enclosure

QUESTIONNAIRE

A STUDY OF COMMUNITY SERVICE NEEDS CONDUCTED
BY
THE COLLEGE ADMINISTRATION PROJECT
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
UNIVERSITY OF ALBERTA

RESEARCH DIRECTOR: DR. G. FISHER

INSTRUCTIONS:

Do NOT put the name of your firm on the Questionnaire.

Complete all sections of the questionnaire.

Please do not respond as a private individual unless the question is directed to your personal characteristics. It is important that you respond to each question from the viewpoint of the management of your firm.

Check (✓) the appropriate answer which reflects the item, view, or opinion that would be representative of your firm.

PART 1

1. The title of the position which I occupy is:

2. Sex: Male () Female ()

3. Age: Under 21 years () 40 - 49 years ()
 21 - 29 years () 50 - years ()
 30 - 39 years ()

4. How long have you resided in the Medicine Hat area?

 Under 1 year () 3 - 5 years ()
 1 - 3 years () 5 - years ()

5. How long have you been employed by this firm?

 Under 1 year () 3 - 5 years ()
 1 - 3 years () 5 - years ()

6. The category in which your firm would be found is:

Retailing ()	Professional ()
Wholesaling ()	Production/
Transportation ()	manufacturing ()
Service ()	

7. This firm is:

a branch office of an Alberta firm ()
 a branch office of an national firm ()
 a branch office of an international firm ()
 a local business ()

8. The size of this firm is:

(a) number of full-time employees is _____
 (b) average number of hours worked by _____
 each full-time employee during a _____ hours
 regular work week is
 (c) number of part-time employees is _____
 (d) average number of hours worked by _____
 each part-time employee during a _____ hours
 regular work week is

9. Employee classification:

number of female employees _____
 number of male employees _____

10. Is your firm unionized?

Yes - Partly () No ()
 Totally ()

PART II

In Part II, the survey is concerned with the views held by Management about a number of selected courses, programs, and activities which are commonly associated with a Community Service Program. In addition, information is sought about the manner in which the college might best make courses, programs, and activities available to all firms.

Please be sure to answer all parts of each question.
Select only one answer for each part.

1. Business:

(a)

Indicate by means of a check (✓) the extent to which your firm would find each item useful in its day-to-day operations

Courses/programs	Of no use	Of little use	Of some use	Of consider- able use	Of great use
Accounting					
Administration - Business					
Agri. business management					
Data processing					
Economics					
Farm ranch management					
Finance					
Government administration					
Insurance					
Marketing					
Merchandising					
Motel - Hotel Management					
Personnel					
Production techniques					
Public relations					
Sales administration					

Please add below any others which have been omitted in the above list but thought useful by your firm.

- (b) By the year 1976, would your firm expect that the general usefulness of the above list of courses and programs will:

be less useful than today ()
 be about the same as today ()
 be generally more useful than today ()
 be a great deal more useful than today ()

- (c) From the above list of course and programs, what general level of credit would you ascribe to those rated as either "of some use", "of considerable use", "of great use" as a group.

course (s) for university credit ()
 courses within a group leading to a diploma ()
 non-credit courses ()

- (d) From the above list of courses and programs rated "of some use" "of considerable use", "of great use" as a group, which of the following methods of course presentation would be the single MOST desirable method?

seminars, conferences, workshops ()
 lectures ()
 correspondence ()
 field trips ()
 simulations or gaming ()
 laboratory sessions ()
 other - specify _____

- (e) If your firm had the choice as to when the course (s) were to be conducted, which of the following would be the MOST attractive?
 (Do both (i) and (ii))

(i) in the mornings ()	(ii) on Monday ()
in the afternoons ()	on Tuesday ()
in the evenings ()	on Wednesday ()
	on Thursday ()
	on Friday ()
	on Saturday ()
	on Sunday ()

- (f) What would be the MOST desirable length for the course(s)?

less than 10 weeks ()
 one semester ()
 two semesters ()

- (g) If your firm had the choice as to where the course was to be offered, which would be viewed as the MOST desirable?

On campus () Other - specify _____
 In plant ()

2. Technical, Vocational and Trade courses and programs.

(a)

Indicate by means of a check the extent to which your firm would find each item useful in its day-to-day operations.

Courses/Programs	Of no use	little use	some use	Of consider- able use	Of great use
Academic upgrading					
Architectural					
Automotive					
Biological sciences					
Construction skills					
Custodian and housekeeping					
Electronics					
Engineering					
Fire science					
Food services					
Graphic arts					
Horticulture					
Home economics					
Medical sciences					
Mechanical Maintenance					
Natural resource Management					
Nursing - home					
Nursing - practical					
Paramedical					
Police science					
Political science					
Social service courses					
Surveying					
Welding					

Please add below any others which have been omitted in the above list but thought useful by your firm.

- (b) By the year 1976, would your firm expect that the general usefulness of the above list of courses and programs will:

be less useful than today ()
 be about the same as today ()
 be generally more useful than today ()
 be a great deal more useful than today ()

- (c) From the above list of courses and programs, what general level of credit would you ascribe to those rated as either "of some use", "of considerable use", "of great use" as a group.

course(s) for university credit ()
 courses within a group leading to a diploma ()
 non-credit courses ()

- (d) From the above list of courses and programs rated "of some use", "of considerable use", "of great use" as a group, which of the following methods of course presentation would be the single MOST desirable method?

seminars, conferences, workshops ()
 lectures ()
 correspondence ()
 field trips ()
 simulations or gaming ()
 laboratory sessions ()
 other - specify _____

- (e) If your firm had the choice as to when the course(s) were to be conducted, which of the following would be the MOST attractive?
 (DO both (i) and (ii))

(i) in the mornings ()	(ii) on Monday ()
in the afternoons ()	on Tuesday ()
in the evenings ()	on Wednesday ()
	on Thursday ()
	on Friday ()
	on Saturday ()
	on Sunday ()

- (f) What would be the MOST desirable length for the course(s)?

less than 10 weeks ()
 one semester ()
 two semester ()

- (g) If your firm had the choice as to where the course was to be offered, which would be viewed as the MOST desirable?

On campus () Other - specify _____
 In plant ()

3. Leisure and Cultural courses and programs

(a)

Indicate by means of a check the extent to which your firm would find each item useful in its day-to-day operations.

Courses/ Programs	Of no use	Of little use	Of some use	Of consider- able use	Of great use
Leisure arts					
Cultural events					
Film series					
Foreign languages					
Festivals					
Recreational activities					
Tours - campus					
Tours - area					
Please add below any others which have been omitted in the above list but thought useful by your firm.					

(b) By the year 1976, would your firm expect that the general usefulness of the above list of courses and programs will:

- be less useful than today ()
 be about the same as today ()
 be generally more useful than today ()
 be a great deal more useful than today ()

(c) From the above list of courses and programs rated "of some use", "of considerable use", "of great use" as a group, which of the following methods of course presentation would be the single MOST desirable method?

- seminars, conferences, workshops ()
 lectures ()
 correspondence ()
 field trips ()
 simulations or gaming ()
 laboratory sessions ()
 other - specify _____

- (d) If your firm had the choice as to when the course(s) were to be conducted, which of the following would be the MOST attractive? (do both (i) and (ii))

- | | | | |
|---------------------|-----|----------------|-----|
| (i) in the mornings | () | (ii) on Monday | () |
| in the afternoons | () | on Tuesday | () |
| in the evenings | () | on Wednesday | () |
| | | on Thursday | () |
| | | on Friday | () |
| | | on Saturday | () |
| | | on Sunday | () |

- (e) What would be the MOST desirable length for the course(s)?

- | | |
|--------------------|-----|
| less than 10 weeks | () |
| one semester | () |
| two semester | () |

- (f) If your firm had the choice as to where the course was to be offered, which would be viewed as the MOST desirable?

- | | | |
|-----------|-----|-----------------------|
| On campus | () | Other - specify _____ |
| In plant | () | |

4. Special courses, programs and activities.

- (a) Indicate by means of a check the extent to which your firm would find each item useful in its day-to-day operations

Courses Programs	Of no use	Of little use	Of some use	Of consider- able use	Of great use
Alcoholism problem seminars					
Drug problem seminars					
Community counselling					
Community leadership					
Community research and development					
Faculty consulting					
Family Life seminars					
Fund raising projects					
Irrigation conferences					
Radio and television programs by the college					
Senior citizen Programs					
Speaker bureau					

Please add below any others which have been omitted in the above list but thought useful by your firm.

	Of no use	Of little use	Of some use	Of consider- able use	Of great use

- (b) By the year 1976, would your firm expect that the general usefulness of the above list of courses and programs will:

be less useful than today ()
 be about the same as today ()
 be generally more useful than today ()
 be a great deal more useful than today ()

- (c) If your firm had the choice as to when the course(s) were to be conducted, which of the following would be the MOST attractive?
 (DO both (i) and (ii))

(i) in the mornings ()	(ii) on Monday ()
in the afternoons ()	on Tuesday ()
in the evenings ()	on Wednesday ()
	on Thursday ()
	on Friday ()
	on Saturday ()
	on Sunday ()

- (d) If your firm had the choice as to where the course was to be offered, which would be viewed as the MOST desirable?

On campus () Other - specify _____
 In plant ()

PART III

Check (✓) one item in each of the areas which you think best describes the existing company policy or in the event that no policy is enunciated, the position your firm would likely take.

1. Planning: Involvement in the planning of courses or programs for the College community service program; our firm would:

be willing to be a member of an advisory committee ()
 be willing to belong to a general education council
 for general course planning ()
 be willing to act as an occasional resource person ()
 not be prepared to become involved. ()

2. Company facilities: Our firm would:

be prepared to provide company facilities at no
 cost to the community service program ()
 be prepared to provide company facilities at
 some cost to the community service program ()
 would not be prepared to provide company facilities ()

3. Company equipment: Our firm would:

be prepared to provide company equipment to the
 community service program at no cost ()
 be prepared to provide company equipment to the
 community service program at some cost ()
 not be prepared to provide company equipment. ()

4. Co-sponsorship: To provide financial assistance in the development and operations of courses or program in your line of business - our firm would:

be willing to co-sponsor with financial support ()
 be willing to co-sponsor with some financial support ()
 not be willing to co-sponsor financially ()

5. Instruction: Provision of your staff to teach in the community service program during working hours - our firm would: (assume teaching load of three hours/week, 10 weeks)

be willing to provide staff at no cost ()
 be willing to provide staff at some cost ()
 not be willing to provide staff ()

6. Employee enrolment: Staff enrolment into the community service program - our firm would:

be willing to allow employees time off with full pay ()
 be willing to allow employees time off with part pay ()
 be willing to allow employees time off without pay ()
 not be willing to allow time off ()

7. Tuition fees: Our firm would:

- be willing to pay all the employee tuition fees ()
- be willing to share the cost of tuition fees ()
- not be willing to pay or share the cost of tuition fees ()

8. Financial support: If your firm was approached by the College community service program for the purpose of gaining your financial support to operate selected course(s) or program(s) not related to business - our firm would:

- support the appeal ()
- not support the appeal ()

9. Co-operative work program: Would your firm be prepared to offer "on the job" training program(s) in conjunction with the College community service program?

- Yes () No ()

PART IV

Please check (✓) the answer which most closely reflects your firm's opinion or position.

1. Are any of your employees currently enrolled in courses other than normally scheduled day courses?

Yes () No ()

If yes, please list the names of these course(s):

If yes, would your firm prefer to see the course(s) offered by the Medicine Hat College (if they are not currently attending the College)?

Yes () No ()

2. Would your firm like to utilize the facilities of the new College? (You may check more than one.)

Yes -

Recreational	()	No ()
Cultural	()	
Classroom	()	
Laboratory	()	
Library	()	
Other -	()	
Specify	_____	

3. Please estimate your level of knowledge about the Medicine Hat College community service program:

Know what courses are offered; the time; how long it has been in operation; etc.	()
know a little about it	()
know nothing about it	()

4. If the College wished to keep your firm informed about its community service activities, which of the following would be the BEST media: (Check only one.)

Radio	()	Bulletin	()
Television	()	Other -	
Newspaper	()	specify	_____

5. Do you feel that the presence of the College and the community service program will act as an inducement for other business and industrial organizations to locate in Medicine Hat?

Yes () No ()

PART V

1. In a brief statement, please indicate the relationship you see your firm having with the College's community service program.

THANK YOU FOR YOUR TIME AND COOPERATION.

A summary of the results of this questionnaire will be made available to your firm after September 1, 1971. To obtain a complimentary copy, please phone the College's community service program coordinator.



POST CARD REMINDER

"STUDY OF COMMUNITY NEEDS"

Approximately two weeks ago a questionnaire was mailed to you. If you have not returned your completed questionnaire, would you please do so at your earliest convenience. If you have recently returned the questionnaire, my personal thanks for your cooperation.

It is important that we receive your completed questionnaire. Your opinions will help the College to develop programs of study and provide services which will be meaningful to the community.

APPENDIX B

Validity and Reliability of the Questionnaire

The validity of the questionnaire was established by:

1. pre-testing with a group of Edmonton businessmen;
2. having the Ad Hoc Committee to the Medicine Hat College Board of Governors critique the instrument;
3. sending the questionnaire to Medicine Hat Manpower officials and to selected Medicine Hat personnel officers for their comments; and
4. patterning the instrument after that developed by Fisher and validated by him.

Reliability of the instrument was judged to be reasonable in that it followed the same format as Fisher's test of 1967 and those questions which were virtually identical yielded responses which differed at the most by not more than three per cent.

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